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instruction permit its introduction. It is highly desirable that books like those mentioned above should be given a fair trial by American teachers.

A. C. VON NOÉ

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Essentials of Biology, Presented in Problems. By GEORGE WILLIAM HUNTER. New York: American Book Co., 1911. Pp. 448. \$1.25.

The author of this book has made "an attempt to drive home by repetition, and from many points of view, some of the important principles of physiological biology." The biological standpoint is taken throughout, and although the data are presented in the three more or less definite divisions, botany, zoölogy, and physiology, these sub-sciences are not sharply marked off from one another, and the student therefore really studies biology, and not botany, zoölogy, or human physiology. The plan is good and well carried out. After a statement of the importance of biology as a study, the environment of living things and the functions and composition of living things are explained. Chaps. iv to xiii (150 pages) deal with plants. Flowers, fruits, seeds, roots, stems, leaves, forests, reproduction, adaptation, and economic relations are some of the topics. A discussion of the relations of plants to animals is followed by the zoölogical part of the book (140 pages) beginning with the protozoa and ending with man as a type of the mammalia. The chapters devoted to human physiology (107 pages) contain a discussion of foods and dietaries, digestion, absorption, circulation, respiration, excretion, the nervous system, the sense-organs, and health and disease.

The physiological side of biology is strictly adhered to in every chapter, and common species of plants and animals of economic importance are emphasized. The various topics are introduced by special problems from Sharpe's *Laboratory Manual*. These are to be worked out in the laboratory. The text is prepared so as to clear up and fix the ideas gained by the laboratory work and to give a broader aspect to the subject. A list of reference books is appended to each chapter. The book is well supplied with good figures, but they are not numbered and are not referred to in the text. Perhaps no text is without errors, and this volume is no exception to the rule; but the errors noted by the reviewer are of minor importance.

A Laboratory Manual for the Solution of Problems in Biology. By RICHARD W. SHARPE. New York: American Book Co., 1911. Pp. 352. \$0.75.

This laboratory manual was written to accompany Hunter's *Essentials of Biology*. Directions for the solution of fifty-six problems are given. These problems are grouped under the following heads: the nature and needs of living matter (5 problems), physiological processes and adaptations in plants (16 problems), the biological interrelations of plants and animals (3 problems), the physiological unit and division of labor (2 problems), some reactions and adaptations among animals (3 problems), the most successful animals and insects, and their relation to man (3 problems), the biological relations of some aquatic forms of life (4 problems), the study of the frog as an introduction to man (2 problems), birds in their relation to man (2 problems), the human body as a machine (1 problem), foods and dietaries (3 problems), adaptations for digestion, circulation,

and absorption of foods (5 problems), adaptations for respiration and excretion (5 problems), nerves and their control (1 problem), personal and civic hygiene (1 problem).

Each problem aims to illustrate some fundamental biological principle. After a statement of the problem, the apparatus and methods of work are described, and questions are asked to guide the student in his observations and conclusions. References to textbooks and current literature for collateral reading follow each problem, and subjects for special reports are also appended.

Elements of Zoölogy. To accompany the field and laboratory study of animals. By CHARLES BENEDICT DAVENPORT and GERTRUDE CROTTY DAVENPORT. New York: Macmillan, 1911. Pp. x+508. \$1.25.

This is an enlarged and revised edition of the same authors' *Introduction to Zoölogy* which appeared in 1900. The *Laboratory Guide* has been omitted in this edition, and a large part of the book rewritten. Some new anatomical material has been added, but emphasis has been placed principally upon physiology and bionomics. The first ten chapters (160 pages) are devoted to insects and other arthropods. Then the annelids, mollusks, echinoderms, coelenterates, protozoa, fishes, amphibians, reptiles, birds, and mammals are discussed in the order named. Chap. xxi deals with the ancestry of the vertebrates, chap. xxvii with the development of the frog's egg, and chap. xxviii with the history of zoölogy. A list of zoölogical books and a synopsis of the animal kingdom are placed in appendices. In each chapter the authors attach special importance to some biological problem which can be readily studied in connection with the animals considered in the chapter. The titles of a few chapters will indicate the method employed: chap. v, "The Fly: A Study of Disease-producing Animals"; chap. xii, "The Earthworm: A Study in Subterrestrial Organisms"; chap. xvi, "The Fresh-Water Clam: A Study of River Faunas"; chap. xxvi, "The Mouse: A Study of the Evolution of Domestic Animals." Many new figures, largely reproductions from photographs, have been added.

R. W. HEGNER

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Child Problems. By GEORGE B. MANGOLD. (Citizen's Library of Economics, Politics, and Sociology. Edited by R. T. ELY.) New York: Macmillan, 1910. Pp. xv+381. \$1.25.

Another step in the specialization of education has taken place within the past decade by the organization of schools for training social workers. The complex social problems which characterize our industrial and civil life require a specially trained mind for their treatment and possible solution. These schools, which usually require a preliminary collegiate training of their pupils, have already by their researches made valuable contributions to the better understanding of social questions. These researches have brought into prominence certain facts which were indeed dimly recognized, but needed special emphasis and illumination. There has been a striking similarity between the progress made in the field of social questions and that made in the field of